Westward Expansion

What is it?
Why did it happen?
What were the consequences?

Westward Expansion Video Comparison

1. School House Rock -Elbow Room

2. Manifest Destiny Rap

1 – Which video was made more recently? "Elbow Room" or "Manifest Destiny Rap?" Give specific evidence from the videos to prove your opinion.

2 – In the Manifest Destiny Rap, are they concerned about Native Peoples (Indians) or Mexicans who were already living in the West? How can you tell?

3 – In the Schoolhouse Rock video, are they concerned about Native Peoples (Indians) or Mexicans who were already living in the West? How can you tell?

4 – Why did people on the East Coast need "elbow room?" Did they find what they needed? Explain.

5 – Sacagawea was a very important member of the Lewis & Clark team. Which video, do you think, shows how important she was to the success of the trip? Choose evidence to back up your point of view.

6 – How are the conflicts over the land described in each video? Please use evidence from each video.

7 – The people who believed in Manifest Destiny wanted to spread American democracy. How did they justify taking other people's land? Did they believe God was on their side?

US History & Government

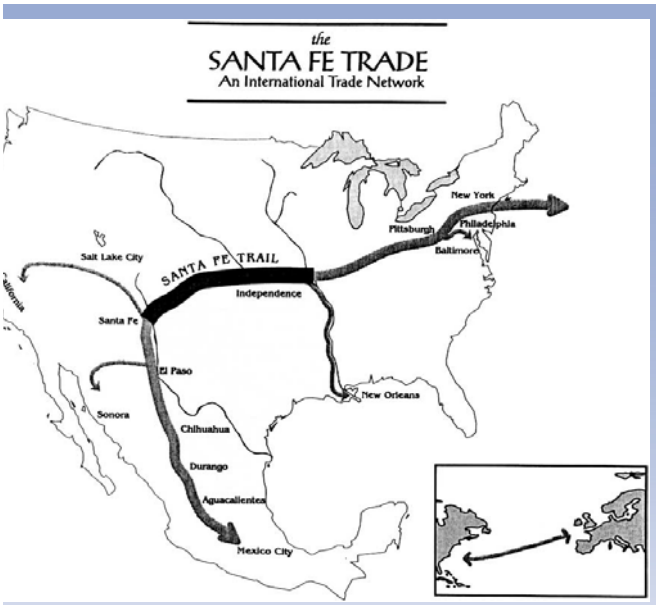
Homework: Ch. 9-1 in homework packet

US History & Government

Entrance task: Pick up the two new packets

Today: New Unit = Westward Expansion of the US

Homework: Ch. 9-1 in homework packet

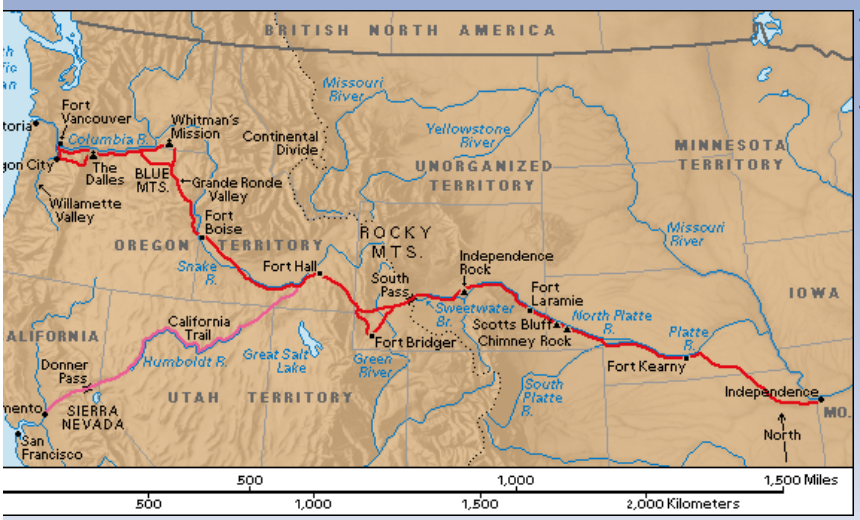


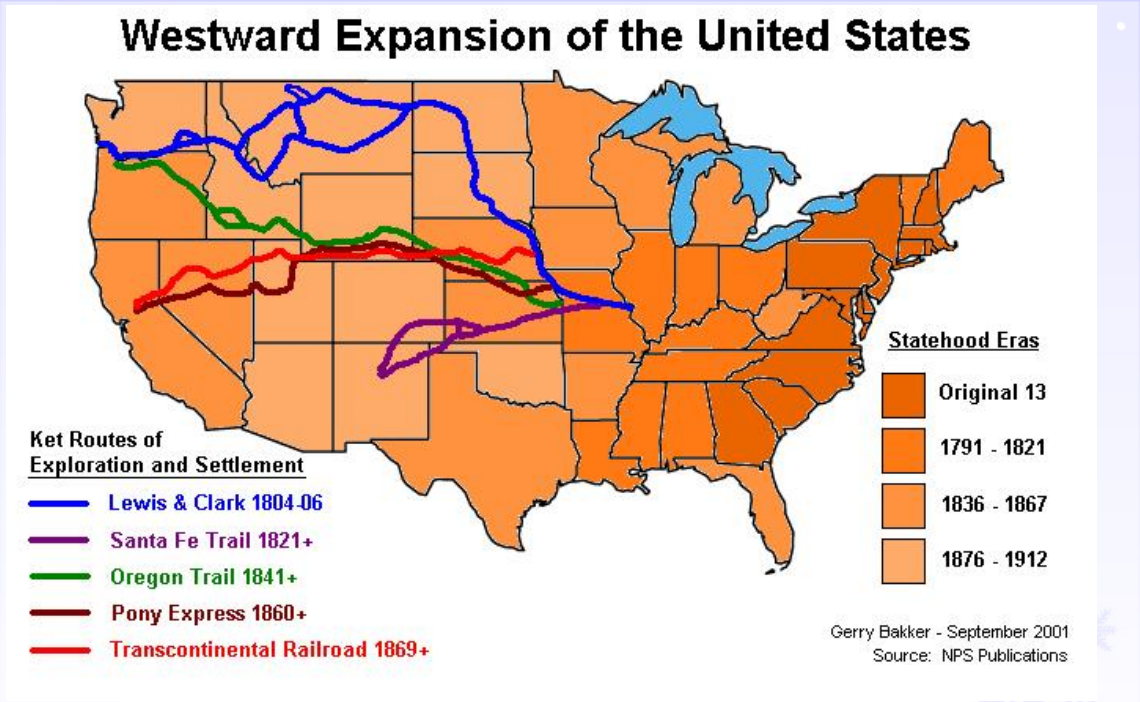
The Santa Fe trail from Independence, Missouri to Sante Fe, New Mexico became one of the most important trade routes in the western hemisphere by the early 1830s

The US had strong economic ties with Texas and New Mexico long before they were part of the nation

The Oregon Trail

The only practical corridor to the western US & path through the mountains





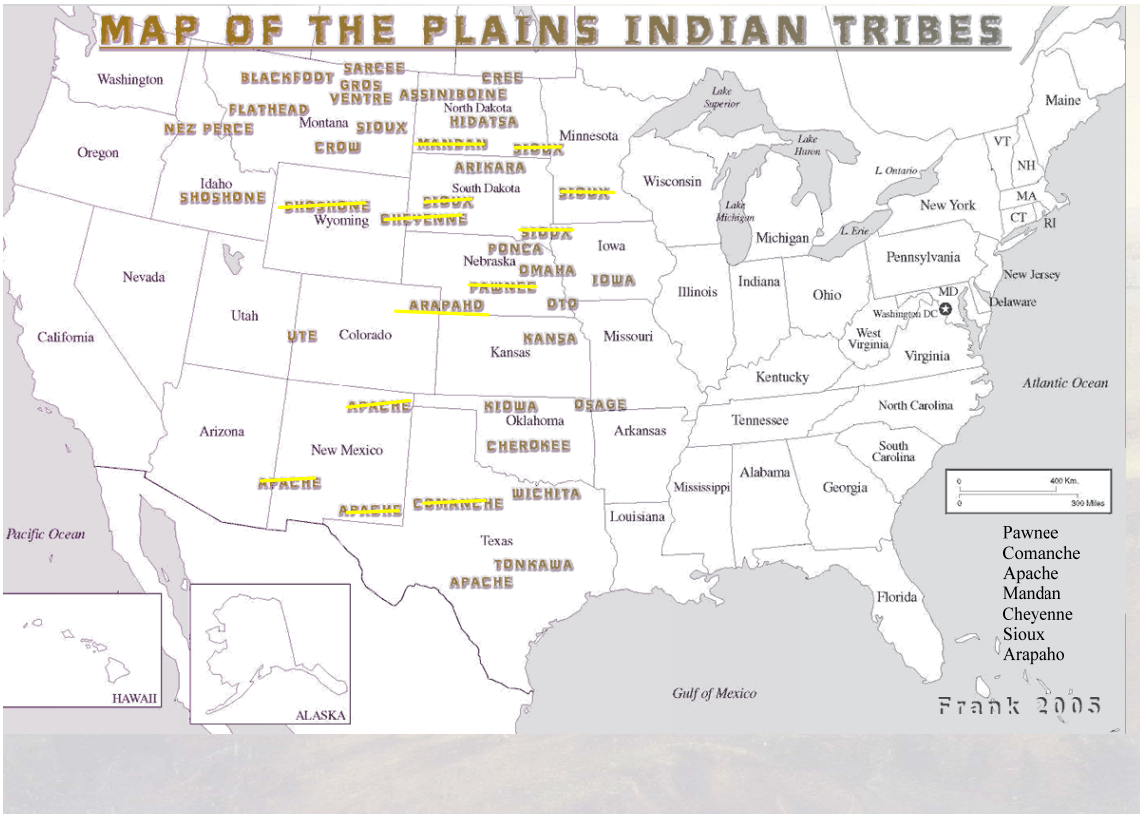
10 miles a day = 6 months
Some go through 10 pairs of boots
Half are children
1 in 5 women are pregnant
Many save for 5+ years to go west
- $5,000 for oxen
10 graves per mile (20,000 die heading west)

The Donner Party

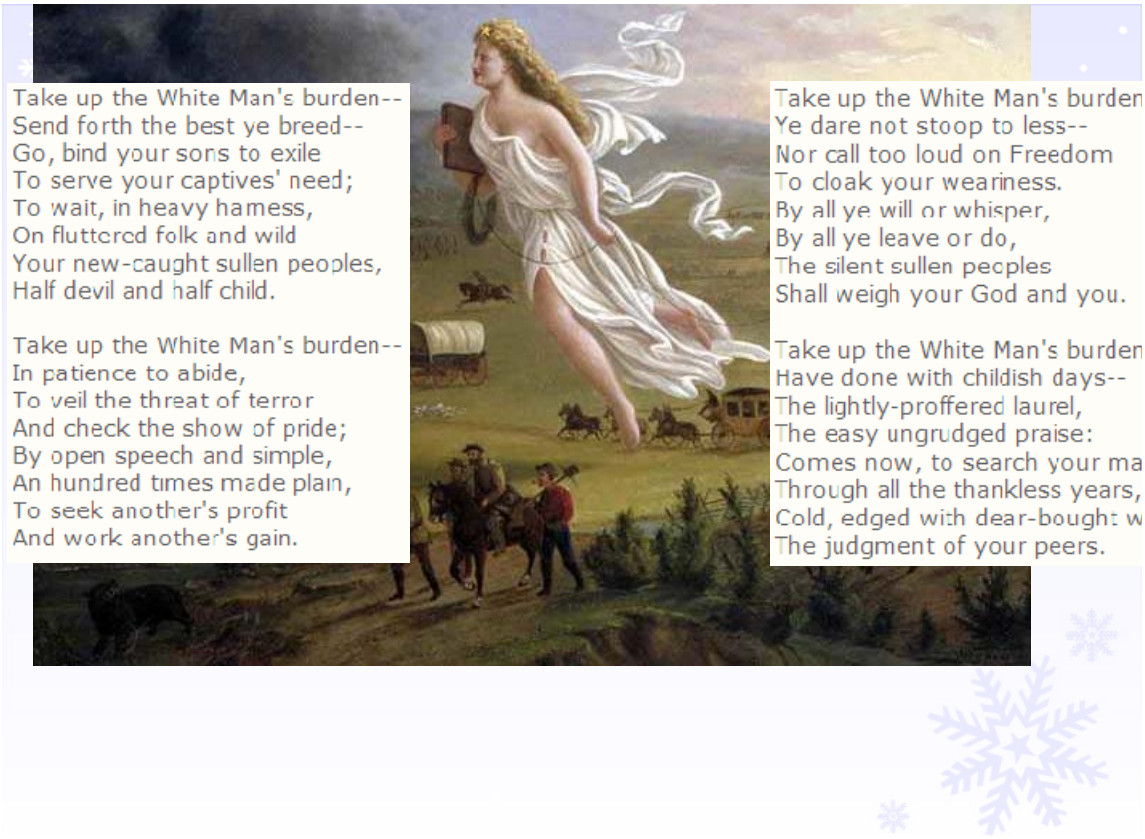
9 wagons traveling together are overcome by the winter of 1846-1847 in the Sierra Nevada Mountains

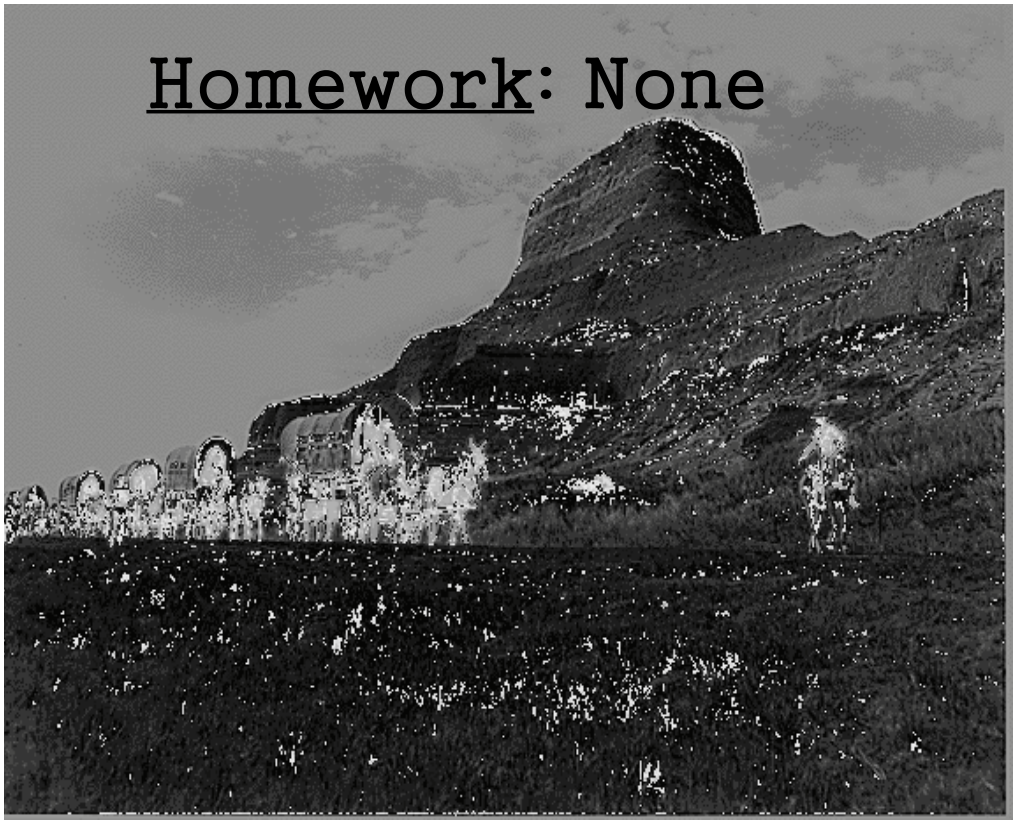
Nearly half of the 89 people die. Those who live are stranded for 5 months . . . with only 3 weeks of food.

The Story of US - 10 min.


MAP OF THE PLAINS INDIAN TRIBES
Washington
Oregon
Idaho
Montana
Wyoming
Nevada
Utah
California
Arizona
New Mexico
Colorado
Nebraska
South Dakota
North Dakota
Minnesota
Iowa
Kansas
Missouri
Oklahoma
Arkansas
Texas
Louisiana
Wisconsin
Michigan
Illinois
Indiana
Ohio
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsylvania
New York
Maine
VT
NH
MA
CT
RI
New Jersey
Delaware
MD
Washington DC
Lake Superior
Lake Huron
Lake Michigan
L. Ontario
L. Erie
Atlantic Ocean
Pacific Ocean
Gulf of Mexico
HAWAII
ALASKA
BLACKFOOT
SARCEE
GROS VENTRE
CREE
ASSINIBOINE
FLATHEAD
NEZ PERCE
SIOUX
HIDATSA
CROW
ARIKARA
SHOSHONE
CHEYENNE
PONCA
OMAHA
IOWA
ARAPAHO
OTO
UTE
KANSA
APACHE
KIOWA
OSAGE
CHEROKEE
COMANCHE
WICHITA
TONKAWA
400 Km.
300 Miles
Pawnee
Comanche
Apache
Mandan
Cheyenne
Sioux
Arapaho
Frank 2005

Plains Indians
& the Horse
© All rights reserved
Buffalo hunt 3:13


Take up the White Man's burden--
Send forth the best ye breed--
Go, bind your sons to exile
To serve your captives' need;
To wait, in heavy harness,
On fluttered folk and wild
Your new-caught sullen peoples,
Half devil and half child.
Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain,
To seek another's profit
And work another's gain.
Take up the White Man's burden
Ye dare not stoop to less--
Nor call too loud on Freedom
To cloak your weariness.
By all ye will or whisper,
By all ye leave or do,
The silent sullen peoples
Shall weigh your God and you.
Take up the White Man's burden
Have done with childish days--
The lightly-proffered laurel,
The easy ungrudged praise:
Comes now, to search your ma
Through all the thankless years,
Cold, edged with dear-bought w
The judgment of your peers.


Homework: None

Go west, young man!

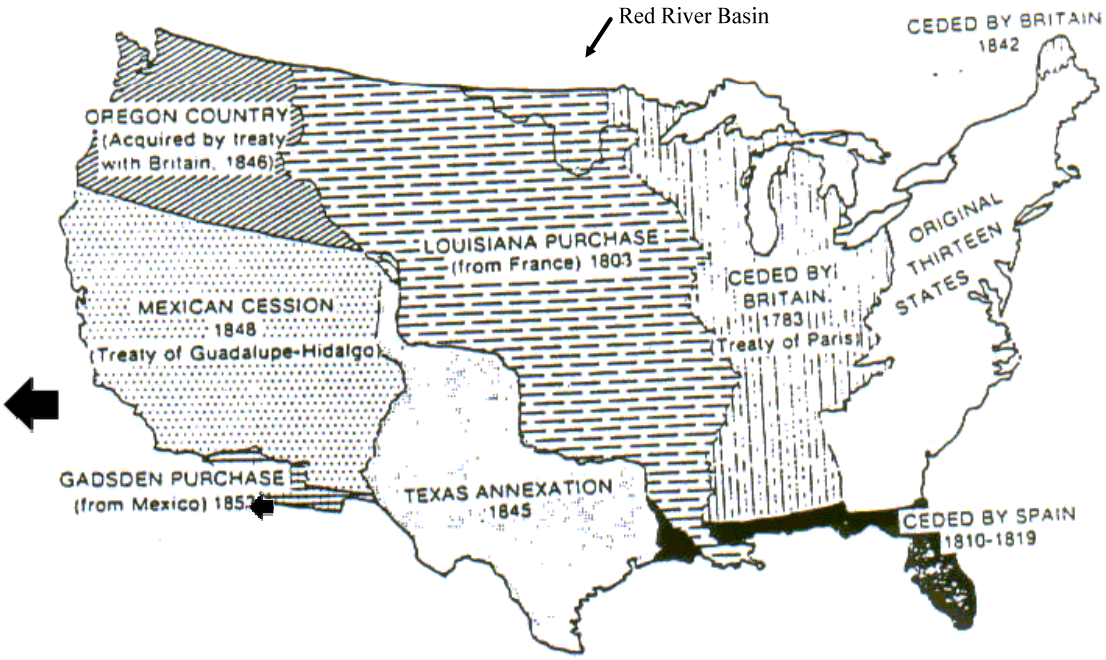
Entrance task: Think: What is the difference between westward expansion and US imperialism?

Today: Westward expansion of the USA

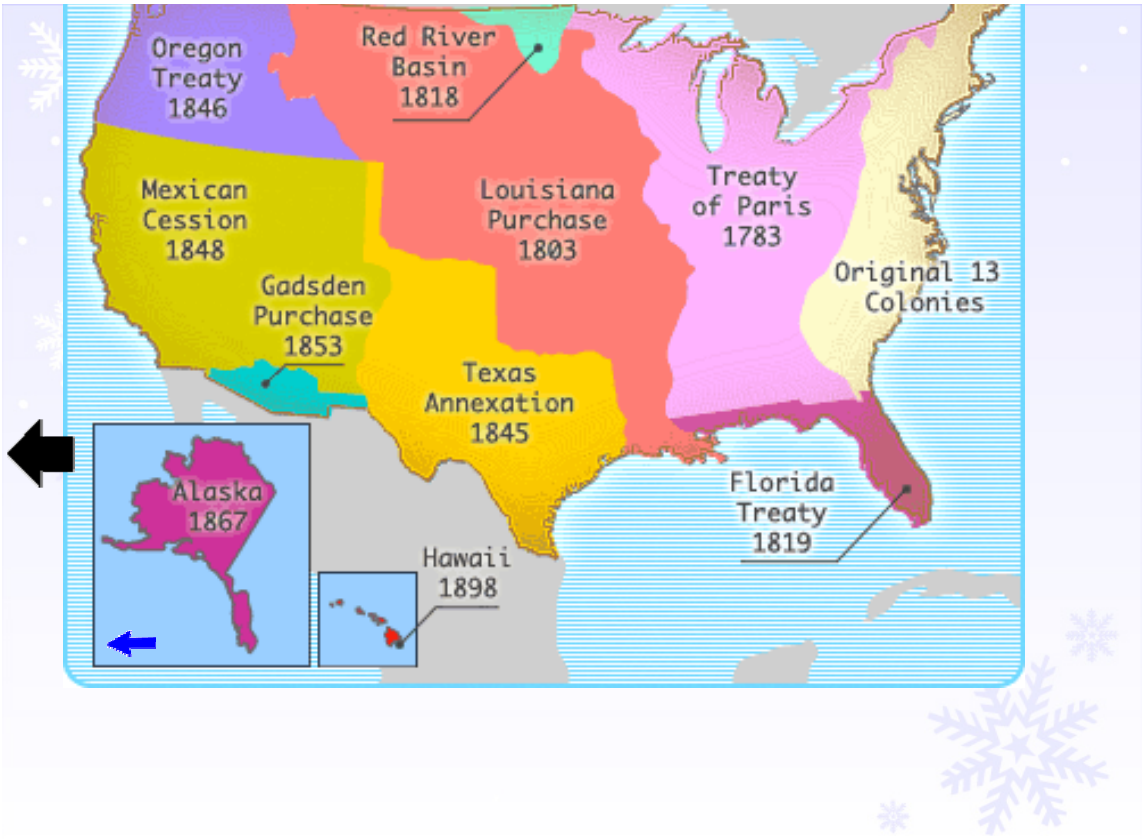
Homework: Ch. 9-2

AREA	DATE ACQUIRED	REASONS WHY WE WANTED IT/ACQUIRED IT	METHOD USED TO ACQUIRE IT	RANKING & JUSTIFICATION
Louisiana Territory ★	1803	It would give the US free access to the port of New Orleans and the Mississippi River	It was purchased from the French for $15 million	
Red River Basin	1818	Clarified the northern border of the Louisiana Purchase	Gained by a treaty with Britain	
Florida ★	1819	Americans had settled there, gov. had intervened (revolts, runaway slaves, Native hostilities). Residents were more American than Spanish	Gained by a treaty with Spain. US paid $5 million to Americans and forfeited claims to Texas	
Texas	1845	Americans were there with slaves; Mexico tried to restrict it. 1836 - Lone Star Republic 1845 - annexed into US	Mexican-American War	

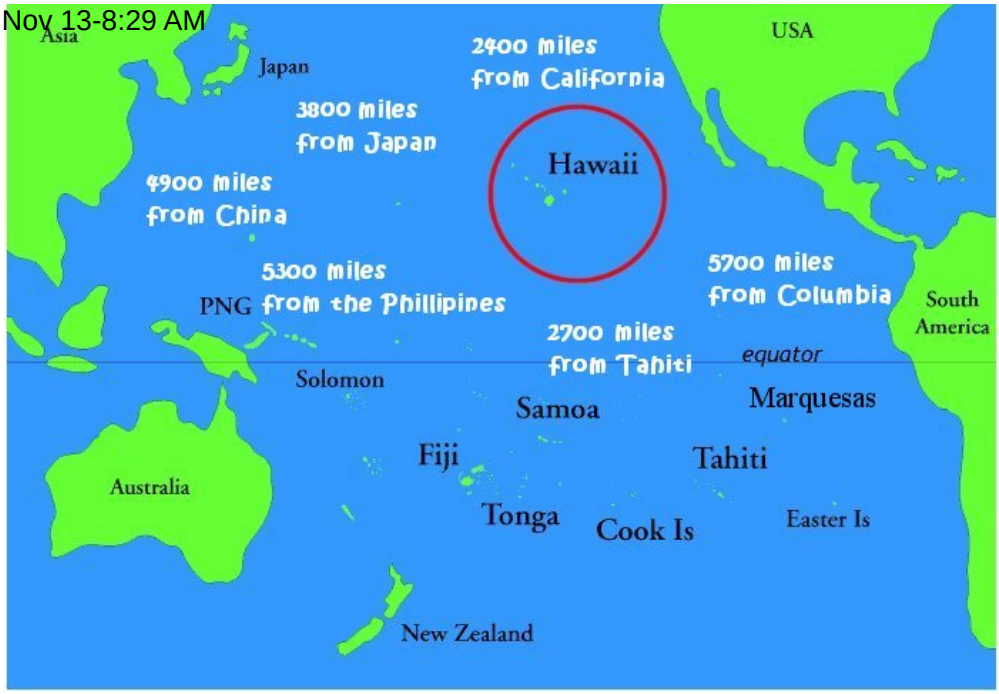
AREA	DATE ACQUIRED	REASONS WHY WE WANTED IT/ACQUIRED IT	METHOD USED TO ACQUIRE IT	RANKING & JUSTIFICATION
Oregon	1846	Lots of Americans were there. Lewis & Clark expedition and the fur trade, plus the desire to expand - Manifest Destiny	Agreement with Britain, which didn't want to war over it	
Mexican Cession ★	1848	Texas was now part of the US. A boundary dispute over the Texas/ Mexico border led to war	War with Mexico, ended by Treaty of Guadalupe-Hidalgo. US paid $15 million	
Gadsden Purchase	1853	US wanted to extend a railroad line through the land to California	Bought from Mexico for $10 million	
Alaska ★	1867	Seward's Folly - Russia wanted to sell and the US wanted to expand, didn't want Britain to buy it	Bought from Russia for 2 cents per acre - $7.2 million	
Hawaii ★	1898	American Sugar growers wanted to avoid US tariffs	US planters deposed the Queen. Pres. Cleveland opposed annexation, but next president (McKinley) approved	



http://www.socialstudieshelp.com/Images/Westward_Exp.gif


Oregon Treaty 1846
Red River Basin 1818
Mexican Cession 1848
Louisiana Purchase 1803
Treaty of Paris 1783
Original 13 Colonies
Gadsden Purchase 1853
Texas Annexation 1845
Alaska 1867
Florida Treaty 1819
Hawaii 1898

Nov 13-8:29 AM


Asia
Japan
USA
2400 miles from California
3800 miles from Japan
Hawaii
4900 miles from China
5300 miles from the Phillipines
PNG
5700 miles from Columbia
South America
2700 miles from Tahiti
equator
Solomon
Samoa
Marquesas
Fiji
Tahiti
Australia
Tonga
Cook Is
Easter Is
New Zealand

Go west, young man!

Homework: Ch. 9-2

"Remember the Alamo"

Entrance task: What does the phrase above reference?

Today: The annexation of Texas

Homework: Ch. 9-3

QUIZ - OPEN NOTE

1. Give one reason why the Anglo-Texans wanted independence from Mexico.

2. What did people who wanted to "annex Texas" want to do?

3. What is the significance of the 49th parallel?

4. Give ~~one~~ 2 advantages that the US had in the Mexican-American War.

5. Short answer: To what extent was the US justified in its actions in Texas?

Spanish control in North America

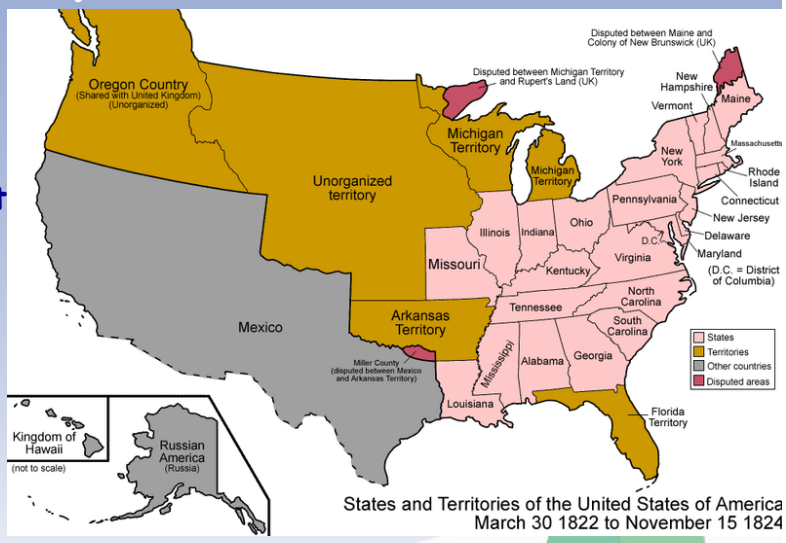
Spanish priests built *presidos* (forts) along California coastline and converted Native Americans to Christianity

* Centers of trade
* Natives resented Spanish authority over the land & labor
* Mexican population grew as native population declined

Mexican Independence - 1821

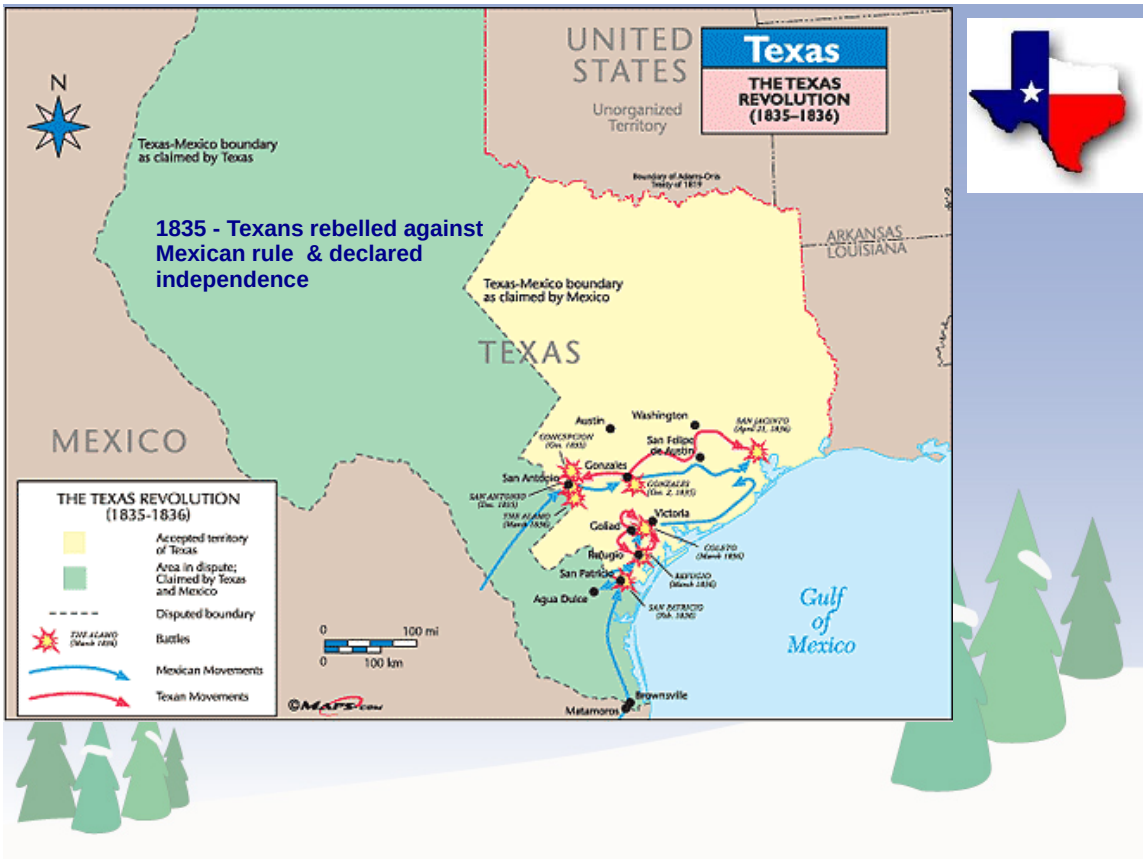
Treaty of Córdoba

* California, Texas, New Mexico gave men the right to elect reps to new Mexican government



1822 - first Am. settlers
1824 - 2000 Americans (Mexico offered cheap land & tax break to settlers)
1830 - 7,000 Americans (2x as many Mexicans)
1830 - Mexican ban on US immigrants & new slaves
1834 - Gen. Santa Anna becomes a military dictator of Mexico.
1835 - 30,000 Americans - wanted more control (autonomy)

Why did the Texans want independence from Mexico?



"Remember the Alamo!"

December 1835 - 13 day siege of 200 Americans verses Santa Anna's forces, ultimately ending in the death of more than 180 of the 200 Texans. (Davy Crockett, James Bowie, William Travis)

Helped invigorate the independence movement

3:52 The Alamo

1836 - Gen. Sanna Anna was caputured by Sam Houston & his forces and conceded Texan independence to the Rio Grande. The Mexican gov. agreed only to the Nueces River

The Republic of Texas

The Lone Star Republic

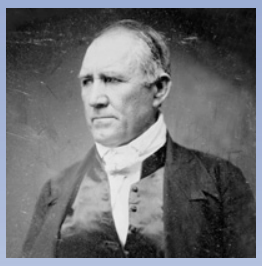
Sam Houston elected as president
Constitution modeled US constitution and forbade interference with slavery

The Annexation Debate

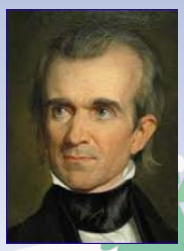
Henry Clay

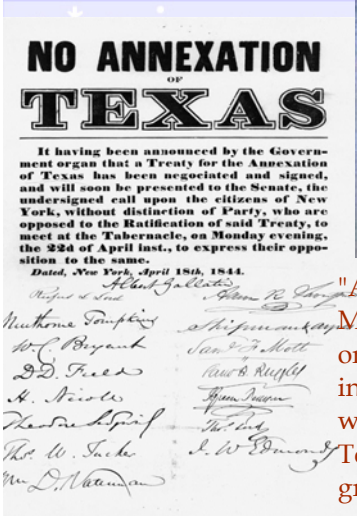
Gen. Santa Anna

Sam Houston



James Polk





NO ANNEXATION OF TEXAS

It having been announced by the Government organ that a Treaty for the Annexation of Texas has been negociated and signed, and will soon be presented to the Senate, the undersigned call upon the citizens of New York, without distinction of Party, who are opposed to the Ratification of said Treaty, to meet at the Tabernacle, on Monday evening, the 22d of April inst., to express their opposition to the same.

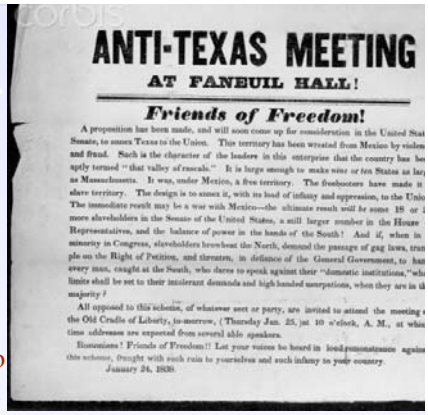
Dated, New York, April 18th, 1844.

WHIG ELECTORAL TICKET.

For President,
Henry Clay.
Vice President,
Theodore Frelinghuysen.

A Protective Tariff: No Annexation and, consequently,
NO EXTENSION OF SLAVERY!

Electors of President and Vice President of the United States, for the State of Ohio.



ANTI-TEXAS MEETING
AT FANEUIL HALL!

Friends of Freedom!

A proposition has been made, and will soon come up for consideration in the United Sta Senate, to annex Texas to the Union. This territory has been wrested from Mexico by violen and fraud. Such is the character of the leaders in this enterprise that the country has be aptly termed "that valley of rascals." It is large enough to make nine or ten States as lar as Massachusetts. It was, under Mexico, a free territory. The freebooters have made it slave territory. The design is to annex it, with its load of infamy and oppression, to the Unio The immediate result may be a war with Mexico—the ultimate result will be some 18 or more slaveholders in the Senate of the United States, a still larger number in the House Representatives, and the balance of power in the hands of the South! And if, when in minority in Congress, slaveholders browbeat the North, demand the passage of gag laws, tra ple on the Right of Petition, and threaten, in defiance of the General Government, to ha every man, caught at the South, who dares to speak against their "domestic institutions," wh limits shall be set to their insolerant demands and high handed usurpations, when they are in th majority?

All opposed to this scheme, of whatever sect or party, are invited to attend the meeting the Old Cradle of Liberty, to-morrow, (Thursday Jan. 25,)at 10 o'clock, A. M., at whic time addresses are expected from several able speakers.

Bostonians! Friends of Freedom!! Let your voices be heard in loud remonstrance agains this scheme, fraught with such ruin to yourselves and such infamy to your country.

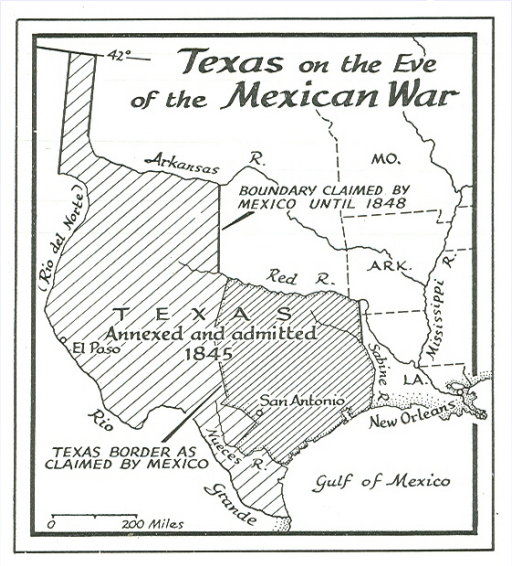
January 24, 1839.

"Annexation and war with Mexico are identical. Now, for one, I certainly am not willing to involve this country in a foreign war for the object of acquiring Texas. . . I regard all wars as great calamities, to be avoided, if possible, and honorable peace as the wisest and truest policy of the country." Henry Clay

James Polk (elected President in 1844)

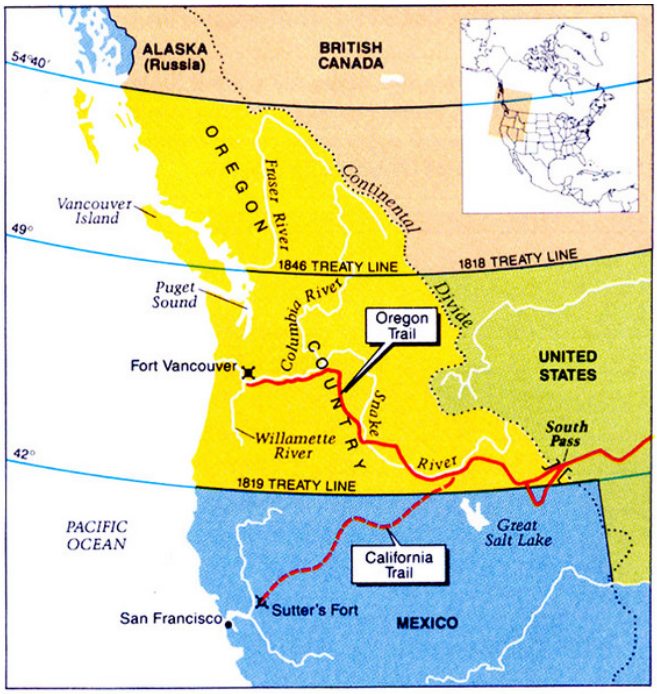
"None can fail to see the danger to our safety and future peace if Texas remains an independent state or becomes an ally or dependency of some foreign nation more powerful than herself. is there one among our citizens who would not prefer perpetual peace with Texas to occasional wars, which so often occur between bordering independent nations?"

Arguments FOR Annexation of Texas	Arguments AGAINST Annexation of Texas
* Southern states wanted another slave state * Buffer zone for US from Mexico * Fear that Britain was too involved there * Manifest Destiny * 1844 Democratic presidential candidate James Polk	* Northern states did NOT want another slave state * Would incite tensions between US & Mexico * 1844 Whig party presidential candidate Henry Clay



The Oregon Compromise

Polk promises the north Oregon in exchange for support to annex Texas but compromised with Britain in 1846 at the 49th parallel



We Must Have Texas
4:51 min

Westward Expansion
Hispanic North America

Homework: Ch. 9-3

<u>Entrance task:</u> Think: Why did many Americans resist the annexation of Texas into the union?

<u>Today</u>: Quiz!!!!

The Mexican- American War and growing issue of slavery & the California gold rush

<u>Homework</u>: Ch. 7-4 - The Age of Jackson

Think: What would be a good caption for this group of images?

What was the main cause of the US-inspired war with Mexico?

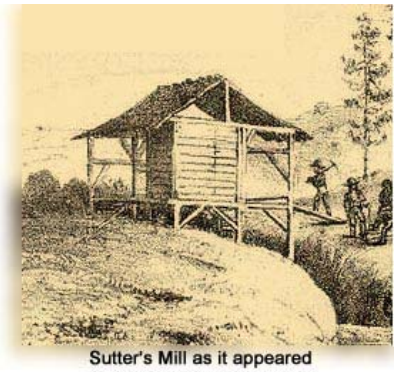
What do you think? Was the Mexican War between the Americans and Mexicans a *just war*? Why or why not?

Were the terms of the Treaty of Guadalupe FAIR?

What was the significance of the Wilmot Proviso?

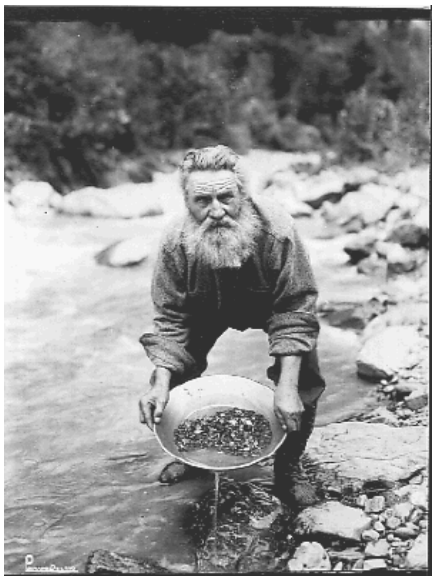
Mexican-American War start at 9:45 (11 min)

11:04 min clip The Mexican-American war from both sides - History Channel



Sutter's Mill as it appeared at the time of the discovery.

Only days after the Treaty of Guadalupe Hidalgo was signed, gold was discovered at John Sutter's mill just east of Sacramento, California - land that now belonged to the USA



5:50 The Story of US (Gold Rush)

7 things you may not know about the California gold rush

1. The Gold Rush was the largest mass migration in U.S. history.

2. The Gold Rush attracted immigrants from around the world.

3. The Gold Rush was a male-dominated event.

4. Early sections of San Francisco were built out of ships abandoned by prospectors.

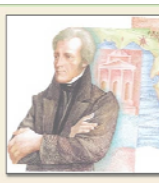
5. Prospecting for gold was a very costly enterprise.

6. More fortunes were made by merchants than by miners.

7. Thousands of Gold Rush prospectors got rich—but John Sutter wasn't one of them.

<u>Homework</u>: Ch. 7-4 - Democracy and the Age of Jackson

The Age of Andrew Jackson



Entrance Task: Listen to this song . . . what does it have to do with what you've been studying?

Today: 1. Evaluate the role the common man had in Andrew Jackson's election
2. Assess Jackson's actions the Indian Removal Act

Homework: Ch. 7-5

1824 Election Results

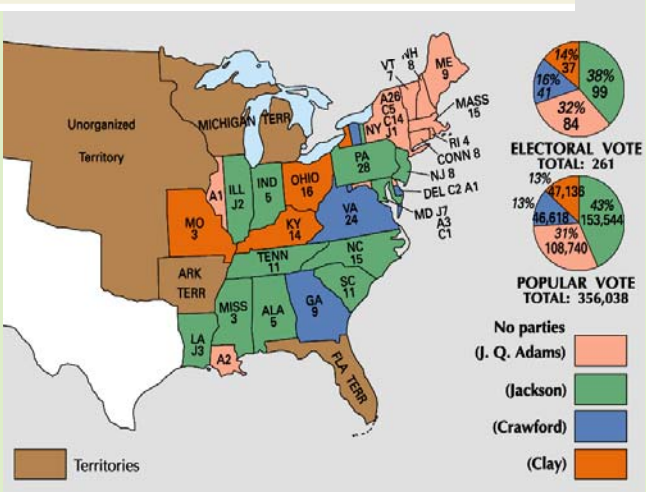
Candidate	Party	Electoral Votes	Popular Votes
Andrew Jackson	Democratic-Republican	99	153,544
John Quincy Adams	Democratic-Republican	84	108,740
William H. Crawford	Democratic-Republican	41	40,856
Henry Clay	Democratic-Republican	37	47,531

4 Candidates:

- Jackson, Calhoun, Clay & John Q. Adams

Jackson had won the popular vote but not the electoral vote; Left up to the House of Representatives, where Clay was Speaker of the House, he was able to swing Kentucky's votes to Adams, giving him the election & Clay was made Sec't of State. Came to be known as the

Corrupt Bargain



Election of 1828

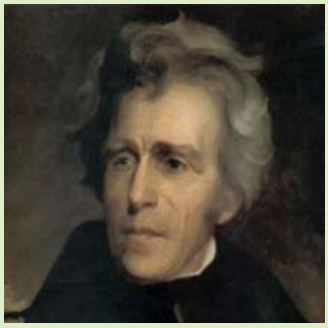
STATES	President		Vice-President.		
	Andrew Jackson, Tenn.	J. Quincy Adams, Mass.	J. C. Calhoun, S. C.	Richard Rush, Penn.	Wm. Smith, S. C.
Maine	1	8	1	8	-----
New Hampshire	-----	8	-----	8	-----
Massachusetts	-----	15	-----	15	-----
Rhode Island	-----	4	-----	4	-----
Connecticut	-----	8	-----	8	-----
Vermont	-----	7	-----	7	-----
New York	20	16	20	16	-----
New Jersey	-----	8	-----	8	-----
Pennsylvania	28	-----	28	-----	-----
Delaware	-----	3	-----	3	-----
Maryland	5	6	5	6	-----
Virginia	24	-----	24	-----	-----
North Carolina	15	-----	15	-----	-----
South Carolina	11	-----	11	-----	-----
Georgia	9	-----	2	-----	7
Kentucky	14	-----	14	-----	-----
Tennessee	11	-----	11	-----	-----
Ohio	16	-----	16	-----	-----
Louisiana	5	-----	5	-----	-----
Indiana	5	-----	5	-----	-----
Mississippi	3	-----	3	-----	-----
Illinois	3	-----	3	-----	-----
Alabama	5	-----	5	-----	-----
Missouri	3	-----	3	-----	-----
Total	178	83	171	83	7

Page 5 in Classwork packet

A nasty campaign, but Jackson won easily

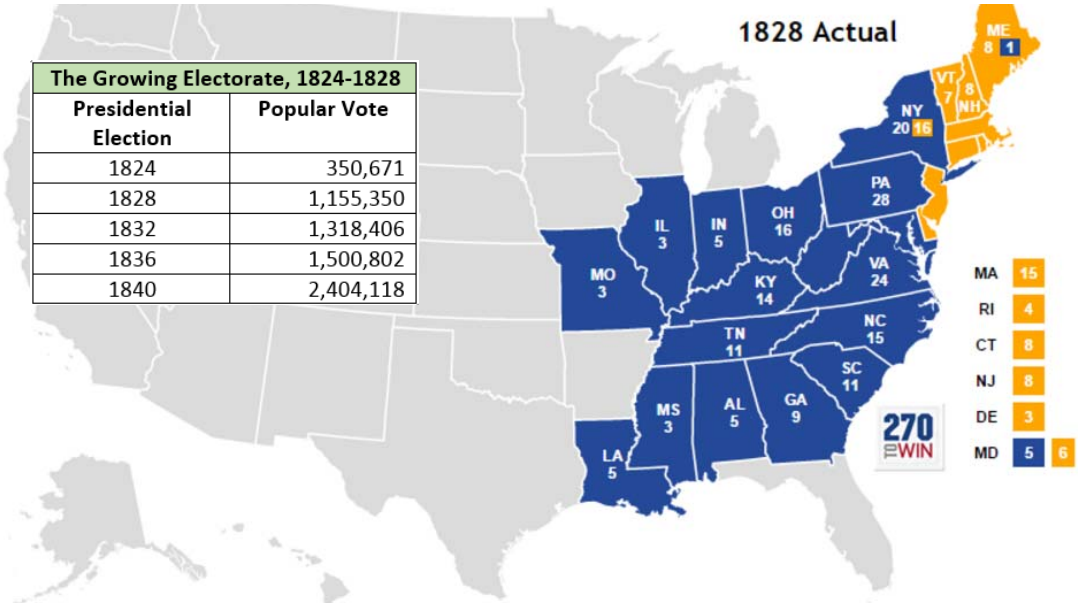
It was an election of firsts:

* Popular vote: no property requirements
* Electors were chosen by popular vote
* Campaign posters
* "Leaked" stories
* To the "victor go the spoils"



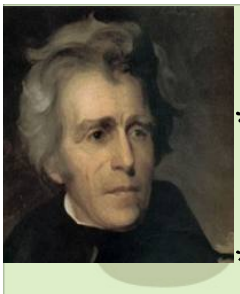
Candidate	Party	Electoral Votes	Popular Votes
Andrew Jackson	Democratic	178	647,286
John Quincy Adams (I)	National Republican	83	508,064

The Growing Electorate, 1824-1828	
Presidential Election	Popular Vote
1824	350,671
1828	1,155,350
1832	1,318,406
1836	1,500,802
1840	2,404,118



Jackson's Presidency meant of number of changes to the Executive Branch and the federal government.

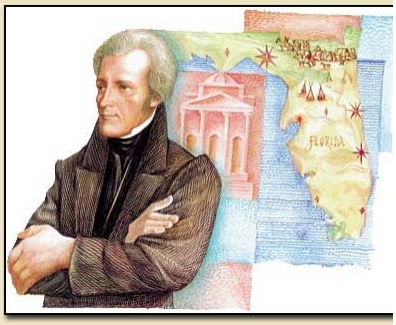
- His support came from 1000s of new, less-wealthy voters (property requirements dropped as condition to voting)
- Voters, rather than state legislators choose presidential electors
- When Jackson became president, he gave government jobs to friends & supporters, not an uncommon practice, but now greatly expanded. (example: nearly 2000 officeholders were replaced with Jacksonian Democrats). This became known as the ***Spoils System***. Jackson believed intelligent person could be a competent public official & said "rotation in office" was good for government & the common man.



President Jackson

* **Kitchen Cabinet**- informal advisors that had more influence over the president than did the official advisors
* Jackson believed like many Americans that **limited government** was the best. He feared the power of a strong federal government because it would limit people's liberty & peoples' will.

President Andrew Jackson



* A stark contrast from his predecessors because of his interest in the common man rather than the wealthy elite
* Faced several major crises during his term
  * Indian Removal Act
  * Tariff Crisis
  * Bank Conflict
  * Use of veto power

Story of US 1:45 min
http://www.youtube.com/watch?v=ICqYi4AmrgM

Indian Removal

Cause of issue: **Indian Removal Acts would remove Indians W. to Mississippi b/c Ga. wanted their land (fertile, gold).**

Course: **The N.A.'s took their case to the S.C. The 1st time, the SC wouldn't hear the case. Then, they decided in favor of the N.A.'s. , that they are a separate nation**

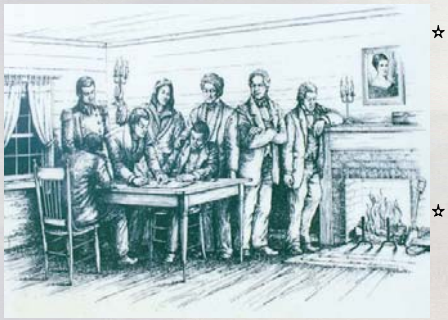
Consequence: **A. Jackson would not enforce the decision of the S.C. Ultimately, the NA's were forced to leave in what is known as the Trail of Tears.**

The Trail of Tears **http://www.pbs.org/wgbh/aia/part4/4h1567.html**

http://www.flickr.com/photos/coyotecreek/181814105/

Worcester v. Georgia (1832)

* *Controversy between Georgia and Cherokee Indians*
* *Supreme Court Chief Justice = John Marshall*
* *Cherokees under US Jurisdiction, free from Georgia*
* *Arose after arrest of Samuel A. Worcester and 10 other Missionaries-White Men residing in Cherokee lands*
* *Worcester sentenced to four years in Jail. He appealed*

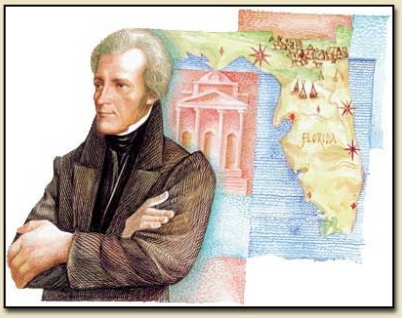


* *Pres. Jackson allowed Marshall's decision to go unenforced.*
  *"Marshall has made **HIS** decision, not let **HIM** enforce it." ~ Andrew Jackson*
* *1835 - A small Cherokee signed the **Echota Treaty** and agreed to move into Indian Territory in Arkansas*
  - it was never signed by the Cherokee National Council nor Chief John Ross

The Story of US - Indian Removal Act

Classwork: p. 9-10

Homework: Ch. 7-5

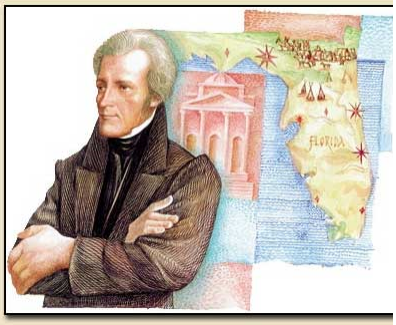


Entrance task: Think: How would you characterize Jackson's presidency - positive or negative? Why?

Today: The Four Jackson Crises and Worcester v Georgia

Homework: Ch. 15-2

President Andrew Jackson



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Tariff Crisis & Nullification

Story of US 1:38min
http://www.youtube.com/watch?v=TK8PHLLdCQ4&feature=related

Cause of issue: Tariff of 1828 (Tariff of Abomination) was a tariff on imported goods. This was good for the North but not for the South

Course: S. Carolina threatens to secede from the Union through issuing a Doctrine of Nullification. Jackson gets Congress to issue the Force Bill which threatens to invade S.C.

Consequence: A compromise is reached which reduces the tariff. This is a victory for states' rights.

The Bank Conflict

Cause of issue: Jackson calls the BOUS a "dangerous concentration of fed'l power". He believed it to be a "monster" institution of wealthy Easterners. When it is time to re-charter the bank, Jackson vetoes it.

Course: Jackson orders the fed'l $$$ to be removed from the BOUS & put in "pet banks," causing a major financial crisis.

Consequence: It becomes a showdown b/t Jackson & Nicholas Biddle, the head of the BOUS. Panic of 1837 ensues.

Jackson's Veto Powers

Cause of issue: Congress wanted to pass bills for bridges, canals, road construction; Jackson felt these were state projects & not federal projects; he was trying to decrease the power of the fed'l gov't.

Course: Jackson exercised his veto power more than the 6 previous administrations combined.

Consequence: His vetoes were overridden occasionally by the Whigs in Congress who opposed him.

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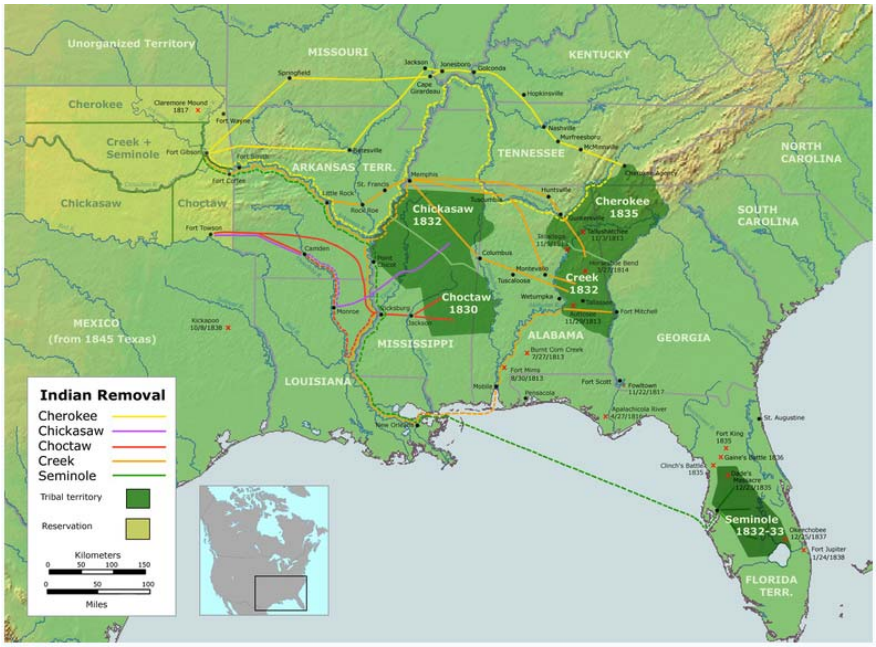

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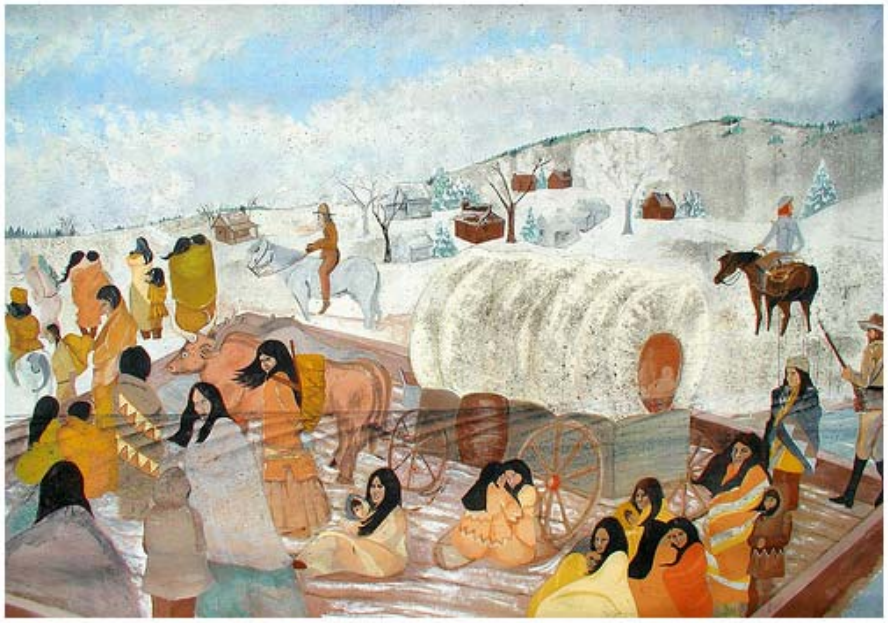

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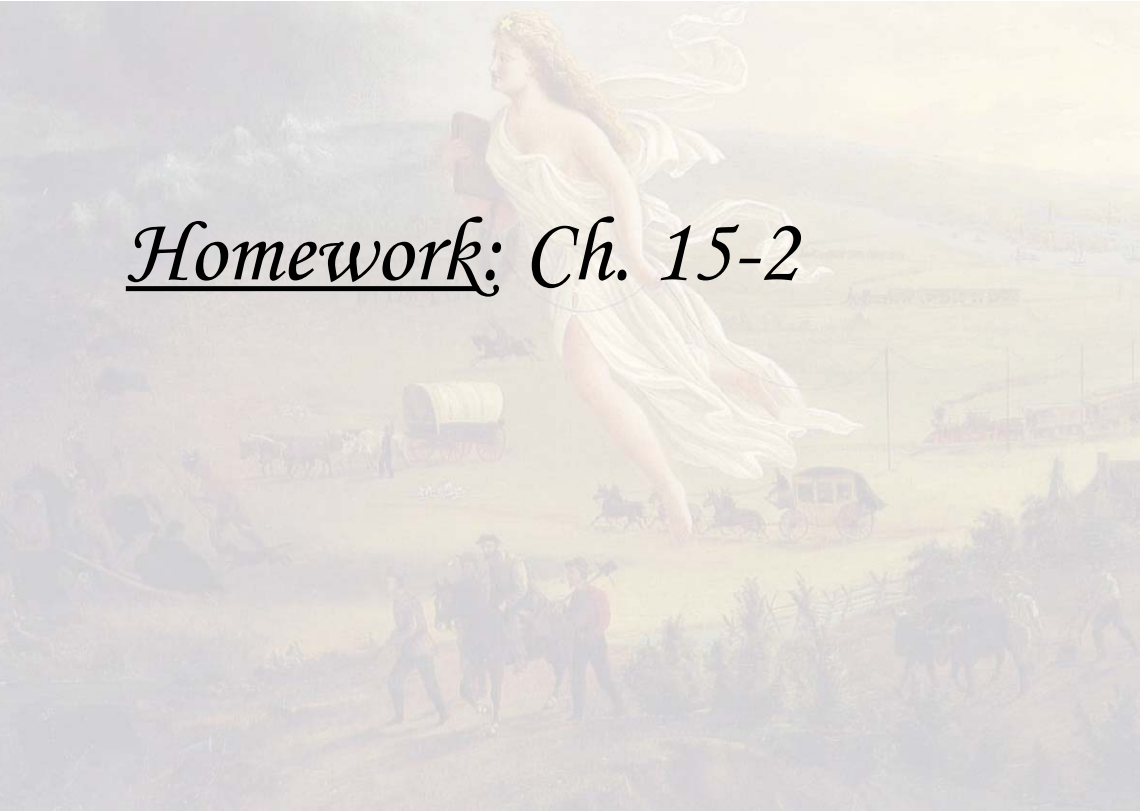
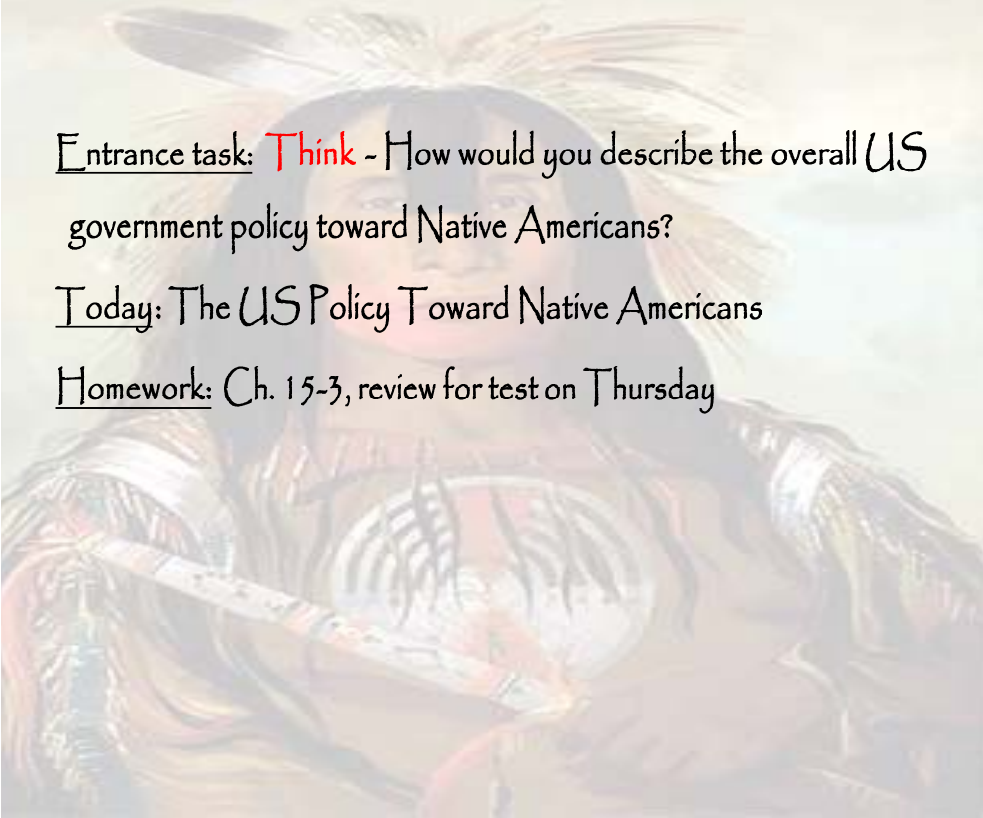

Homework: Ch. 15-2


Entrance task: Think - How would you describe the overall US government policy toward Native Americans?
Today: The US Policy Toward Native Americans
Homework: Ch. 15-3, review for test on Thursday

Was the US Government Guilty of Genocide?

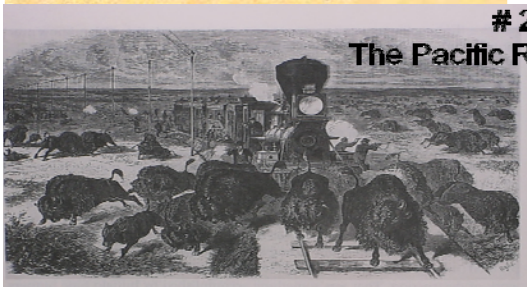
In groups:

* read the information about US actions regarding Native Americas
* evaluate each action individually and then together
* when finished with all 6 events, decide as a group to what extent the US Government was guilty/innocent of Genocide of the Native Americans between 1860-1890

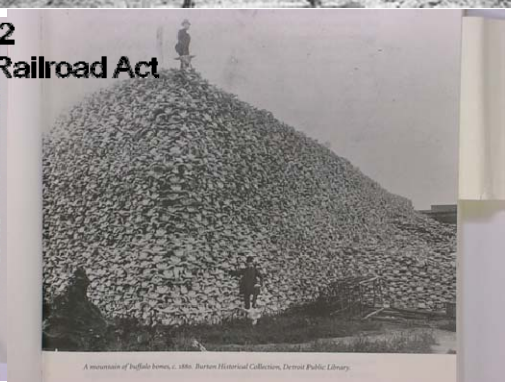
1
The Homestead Act

The first transcontinental railroad system in the United States was completed in 1869 in Promontory, Utah. Central Pacific and Union Pacific officials drove in the last spike.

2
The Pacific Railroad Act



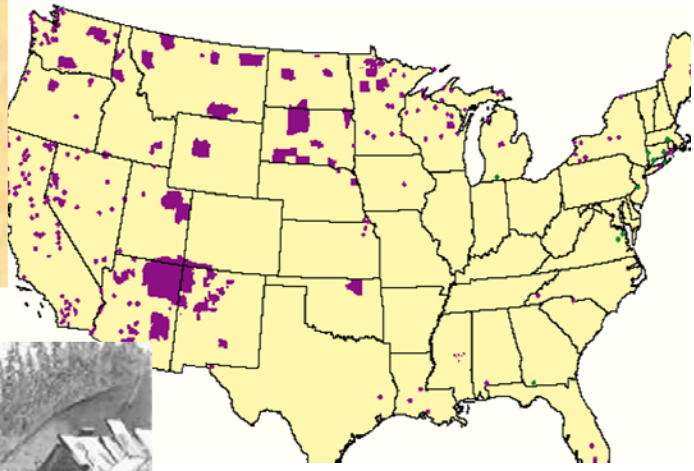
"Shooting Buffalo on the Line of the Kansas Pacific Railroad." From Frank Leslie's Illustrated Newspaper, *June 3, 1871. The Library Company of Philadelphia.*



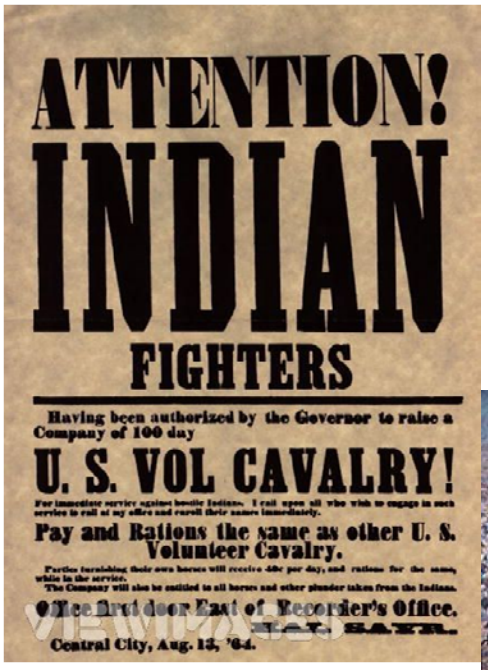
A mountain of buffalo bones, c. 1881. Burton Historical Collection, Detroit Public Library.

Cowboys herd cattle on a ranch in Colorado.
Western History/Genealogy Dept. of the Denver Public Library

Map of Indian Reservations



3
Ranchers & Miners


ATTENTION!
INDIAN
FIGHTERS

Having been authorized by the Governor to raise a Company of 100 day

U. S. VOL CAVALRY!

For immediate service against hostile Indians. I call upon all who wish to engage in such service to call at my office and enroll their names immediately.

Pay and Rations the same as other U. S. Volunteer Cavalry.

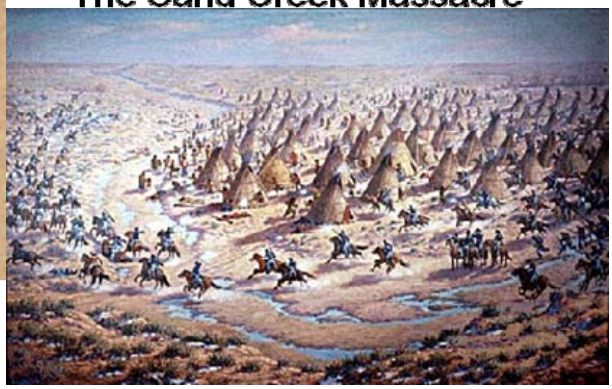
Parties furnishing their own horses will receive 40c per day, and rations for the same, while in the service.
The Company will also be entitled to all horses and other plunder taken from the Indians.

Office first door East of Recorder's Office.

H. T. BAKER.

Central City, Aug. 13, '64.

4
The Sand Creek Massacre



INDIAN LAND FOR SALE

GET A HOME OF YOUR OWN ✧ EASY PAYMENTS

PERFECT TITLE ✧ POSSESSION WITHIN THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE — GRAZING — AGRICULTURAL DRY FARMING

In 1910 the Department of the Interior Sold Under Sealed Bids Allotted Indian Land as Follows:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	$7.27	Oklahoma	34,664.00	$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Hoopa. COLORADO: Ignacio. IDAHO: Lapwai. KANSAS: Haskell. Kickapoo. MINNESOTA: Oregon. MONTANA: Crow Agency. NEBRASKA: Macy. Santee. Winnebago. NORTH DAKOTA: Fort Totten. Fort Yates. OKLAHOMA: Anadarko. Cantonment. Colony. Darlington. Muskogee. Pawhuska. Pawnee. OKLAHOMA—Con. Sac and Fox Agency. Shawnee. Wyandotte. OREGON: Klamath Agency. Pendleton. Roseburg. Siletz. SOUTH DAKOTA: Cheyenne Agency. Crow Creek. Greenwood. Lower Brule. Pine Ridge. Rosebud. Sisseton. WASHINGTON: Fort Simcoe. Fort Spokane. Tulalip. Tulip. WISCONSIN: Oneida.

WALTER L. FISHER, Secretary of the Interior.

ROBERT G. VALENTINE, Commissioner of Indian Affairs.

. of Congress, Rare Book Div.: Broadside Portfolio 240, No. 24.

In 1881 Helen Hunt Jackson published the book "Century of Dishonor" in which she outlined all the inequities perpetrated against the Indians.

Jackson's book was well received and Congress appointed a commission to look into Indian affairs. The result was the Dawes Act that broke up reservation land into individual plots. The individual plots were given to Indian families. The effect of the Dawes Act, which was mostly well intentioned, resulted in a further destruction of tribal life.

5
The Dawes Act

6
The Ghost Dance/Battle of Wounded Knee

Homework: Ch. 15-3, review for test on Thursday